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ABSTRACT

An approach for selecting, modifying, and using protocol-related materials in elementary social studies is described. Protocol materials are defined as original records of an event or a behavior which can be observed and analyzed by inservice and preservice teacher education students. The approach, beginning with the presentation of an editorial taken from the personal history of the methods course teacher, is used as a data source to introduce skills from a U.S.O.E.-funded learning module concerned with paragraph analysis. The students read and analyze the selection, focusing on when and where the document was written. After the students have recorded their initial hypotheses, they are asked to interpret the document in more detail. Capstone questions dealing with the historiographical process and with the role of the teacher in the inquiry conclude the exercise. The bulk of the paper consists of the following supplements: the editorial, a tape discussion of student-teacher comments regarding the editorial, a sample student analysis and evaluation of the editorial, and a description of four federally funded behavior modification protocols for use in elementary social studies. A bibliography of protocol materials is included. (Author/DB)

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PERSONALIZING INSTRUCTION THROUGH THE USE OF PROTOCOL-RELATED MATERIALS

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SP009 676

* Summary Paper of presentation made at the National Council for the Social Studies Convention Washington, D.C., Session on Newer Teaching Techniques in Preservice Education, College and University Faculty Meetings, Nov. 4, 1976

Definition and Focus

In 1969 Othanel Smith introduced the term protocol materials into the field of teacher education. In his book, Teachers for the Real World, Smith outlined some tentative procedures for the recording, storing, and utilizing of pieces of actual classroom behavior for use in helping teacher trainees to understand concepts basic to teaching.[1]

More recently, Cruickshank has defined the term protocol as ". . . an original record of an event of educational significance utilized in order to permit learners to interpret the event or solve the problem depicted in the event . . ."[2]

Development of protocol materials through U.S.O.E. funding has largely been in the area of general classroom skills such as paraphrasing, praising, refocusing, and soliciting feedback.[3] While evaluation of materials developed for this purpose through films, audio and video tapes, transcripts and the like, have been obviously limited given the short development time, some attitudinal and quasi-experimental research is available indicating their relative success.[4]

Publicized development of protocol-related materials in elementary social studies education has been scant. In this paper the author wishes to share his approach in selecting, modifying, and using federally funded and self-constructed protocol-related materials.

This approach is predicated upon the author's bias that while some protocol materials offer unprecedented ways to "individualize" the methods class, such materials can be depersonalizing to both teacher and student in their improper application. Burdin, in citing some of his concerns for future protocol materials raises essentially this issue when he asks, "How can users be helped to see those 'slices of life' in personally significant ways?"[5]

Personalized Protocol Approach (Illustrated)

INQUIRY (Personal History: Paragraph Analysis)

During an early class meeting students are asked to read the editorial "How

Fast We Do Go?" (see copy -- Attachment A) This document, taken from my past history, is used as a data source to introduce skills from a U.S.O.E. funded learning module concerned with paragraph analysis.[6]

I attempt to use questions based upon the model of paragraph analysis in the module. The following questions and summarized responses are examples.

Opening Question

After reading "How Fast We Do Go?", what can you tell me about the community in which I was raised?

Many pieces of information are revealed related to size of community, attitudes of the author, some guesses as to when it might have been written. Also, questions are raised concerning the interchangeable use of city, village, town, and the various spellings of "aeroplane".

Focusing Questions

Students are initially asked to record their hypotheses concerning where and when the document was written.

Later, a focusing question concerned with how liberal or conservative this writer was concerning auto and air transportation is asked.

Interpretation Questions

Here questions are used to help students better arrive at some consensus concerning each of the above focusing questions.

For example, questions asking students to recall and apply certain historical developments such as the advent of air transportation to the phrase ". . . our returned flyers . . ." help in establishing when the document was written.

Questions helping to determine when the document was written often center on such things as the use of the term village to its regional significance, the reference to automobile factories, and the professor's family name and regional accent.

Capstone Questions

These questions are usually used to review my role in the inquiry (degree of student vs. teacher talk).

Also, some questions are used to review and summarize the historiographical process evident in this procedure. For example, examination of the original author's philosophy of transportation can best be understood by knowing the time and the place in which the document was written.

Hopefully following the exercise, the students learn more than the fact that the editorial was written in April 1919, that the city is Two Rivers, Wisconsin, and that most people feel the document's author is somewhere between a "rocking chair" liberal and very liberal in his views on transportation considering the time and

place the document was written.

I have taped the discussion of "How Fast We Do Go?" exercise and have used portions of it to help students analyze the paragraph analysis process generated by this discussion. (Attachment B and C are illustrative.)

Later, students are asked to find some document from their personal lives which could be used to stimulate some personal inquiry with elementary students.

This request has resulted in many responses including excerpts from old family albums, diaries, and letters.

Finally, students are asked to teach their personal data interpretation exercise to elementary children.

FOOTNOTES

[1]Smith, Othanel et al., Teachers for the Real World, (Washington, D.C. American Association of Colleges for Teacher Education, 1969).

[2]Cruickshank, Donald R., "The Protocol Materials Movement: On Exemplar of Efforts to Wed Theory and Practice in Teacher Education", Journal of Teacher Education XXV, 4, (Winter, 1974): 300.

[3]Projects at Ohio State University, University of South Florida and Utah State University are reported in the Winter, 1974 issue of Journal of Teacher Education.

[4]See for example:

Borg, Walter, "Protocol Materials as Related to Teacher Performance and Pupil Achievement", Journal of Educational Research 69,1, (September, 1975): 23-30. . . . and

Lohman, John, et. al., "Field Test and Cutcome Milestone Report for Interpersonal Communications", Northwest Regional Educational Laboratory Report, (September, 1974).

[5]Burdin, Joel L., "Protocol Materials: Progress, Problems, and Prospects", Journal of Teacher Education, XXV, 4, (Winter, 1974): 288.

[6]Hawkins, Michael and Williams, Elmer, Social Studies for the Elementary School, Proficiency Module #4, (University of Georgia, College of Education, Department of Social Science Education).

HOW FAST WE DO GO

Students of the aeroplane are telling us that all villages will have air plane owners in the near future; that our returned flyers won't be satisfied to settle down on earth permanently, but will want an occasional joy ride. Factories have been started to build the good old family aeroplane.

We will not venture a guess as to which of our enterprising citizens will own the first flying machine. It wouldn't be so bad to go skimming through the air at 100 miles an hour, would it? So we hope that the owner of the first aeroplane in town won't be stingy with his rides.

But after all the good old auto isn't so slow, and we believe we are more in his class for a steady diet.

Why should we develop a mania for flying machines when we can go from 30 to 40 miles per hour on the ground?

Even yet we do not appreciate all that the auto is doing to this world. Some of us got to figuring it out last night that Henry Ford and others had moved 1000 new families right into our town.

How's that? Well there are 1000 families within an hour's ride of this city who were several hours away before the day of the auto.

Thank you Henry, and the others! You have done your part to give us new neighbors. We'll do our part by making it worth their while to come to.

TAPE DISCUSSION

Tape: How Fast We Do Go
Date: September 22, 1976
Teacher: Alan J. Hoffman

_____ T: Read the paragraphs under the title "How Fast We Do Go." What can you tell me about the community described there?

_____ S_1: Well, first of all, it seems as though this was written previous to 1935. I say this because of the spelling "aeroplane."

_____ T: Okay, the first thing you can say is that it is a document, that it seems to have been written quite early.

_____ S_1: . . . early thirties, or back to the late twenties, possible even the teens.

_____ T: Okay. First of all that it's an old document, at least 40 years old. Anything else about it?

_____ S_2: Well, aeroplane is still spelled that way in England, so it could be an English village. That's not that far back in time.

_____ T: What about it? Any thoughts about just the community? Can you describe it in your own words? What would it be like?

_____ S_3: I kind of feel like the majority of the community is comfortable where they are. I mean with the bit about the autos, they already have cars, why do they need airplanes? Like, you know, we're content where we are. Why do we have to change?

_____ T: Okay. In other words, a very intact kind of group? We suspect a kind of a clannish group?

_____ S_3: I don't know about clannish because it mentions later on that there are a thousand families within an hour's ride, so no telling how large it is. Maybe in this particular area. Or, it may just be a small neighborhood.

_____ S: . . . the effect of that statement was to state that so many people are within . . . are more accessible to each other, to interpersonal relationships . . .

_____ T: Mark, so you're saying that's kind of a contradiction because at the end he's saying, welcome and that sounds kind of open.

_____ S: Putting two paragraphs together, the fourth paragraph which stated that, Gee, we can go 30 to 40 mph on the ground. I take that as the speed of the car. Then it says these families, these thousand families, are within an hour's ride, you are talking about an area of 30 or 40 miles where there are only a 1000 families. So that tells me there is a sparsely settled area. Or maybe small towns covering this area.

_____ T: Okay. Reviewing then, a couple of things -- Janice pointed out it's probably small, given the radius of families within 30 or 40 miles. Jay has indicated that it's probably written a while ago, although the suggestion was made that it might be written outside of the United States which might have accounted for the spelling of aeroplane. Anything else about this little humble community?

_____ S_1: He seems to welcome people and welcome change.

_____ T: How do you feel about that? Do you accept that as a pretty good descrip:ion of him?

_____ S_4: No, the first paragraph talks about how exciting the invention of the airplane, of how we'll all probably have one eventually. But then the paragraph begins to, the paragraphs move toward the idea of, Gee, we really have a good thing right now, the car's terrific, why are we even --

_____ T: So you see a contradiction. In one case,

_____ S_5: Has mixed feelings.

_____ T: Okay, mixed feelings, and maybe sympathy for one and not for another. Most sympathy for the car and less for the airplane. Is that a fair description?

Students nod.

Let's zero in on the first concern Jay talked about, the concern about when it might have been written and let's focus on that question for a little while. Jay, you mentioned that . . .

_____Jay: . . . 30 to 40 mph. That'll . . . about the early twenties.

_____ T: Okay, from your knowledge about the development of the automobile, you'd say . . . you'd put it back to the early twenties?

_____Jay: . . .

_____ T: Are there any other phrases or things there that might give you some ideas about when it might have been written?

_____ S_6: Flying machines, definitely. That's an old term.

_____ T: Okay. That supports Jay's thoughts.

_____ S_7: It also mentions something about the fact that not everyone has appreciated what the auto has done so therefore it's . . . again back to time that it's not fully accepted yet, although some have accepted it, it's still new.

_____ T: Yes, but it doesn't sound like Henry Ford has just invented it, either.

_____ S_7: No, it sounds like it's been out for a little while, but not everyone has come to accept it.

_____ T: Any other expressions in there that might help us to set the time?

_____ S: Returned flyers . . . Just after the first World War.

_____ T: Okay, that expression, returned flyers, and . . . you take it that this was in reference to the war then . . .?

_____ S: Yes.

_____ S_8: The use of the word auto; we don't use that expression much any more.

_____ S_2: All of the terms are very English and I'm saying that because I lived in England for three years. Even the 30 to 40 mph. The roads are so narrow, even now, because they were made a long time ago.

_____ _____ S: She's probably right. We don't use the term village much anymore.

(Students appear to have mixed feelings about S_2's theory.)

_____ T: Let's take a side trip and talk about where this was written; try to find the location to help us determine the time. You mentioned spelling as one possiblity. What other ways can we analyze this that might tell us when this could have been written, in Europe, for example. Is there anything in the writing style or the content that would support a location?

_____ S_1: . . . written 50 to 60 years ago in this country. The middle class . . . The phraseology sounds strictly like this period of time.

_____ T: Still talking rather parochial. Is that what you're getting at?

_____ S_1: Using this same kind of language. But, at the same time, it could be upper middle class, ivy league . . .

_____ T: Are there other thoughts about location?

_____ S: . . . Henr Ford was the first to mass produce it. Perhaps this community would be near Detroit.

_____ S_2: I know, but I still think it could be anywhere. Europe is still possible.

_____ T: Ron had an interesting comment. He said it might be that Europeans had their own inventors. So, would they use Ford as such an important, significant person, if we're talking about France or England?

_____ S: It says, Thank you Henry and the others.

_____ T: Yes, but would it be Henry or would it be somebody else if you're talking about in Europe rather than Ford? Interesting that we're involved in a Ford strike right now . . .

_____ S: I agree since Ford is an American car that it couldn't possible be Europe.

_____ T: Let me give you a hypothesis or maybe it's just a guess. What if I told you that it was contemporary, some contemporary part of the world. Is there anything plausible in that? Is that a possibility?

_____ S: Very possible. It could be a third world nation just coming up in development where these things, you know, a primitive society or maybe a little more advanced society that's just coming into its technological awareness, and to them all this is new. It may just be, this may be happening right now in this country or, not in this country, but in a particular third world nation.

_____ T: Are you disagreeing or agreeing with her?

_____ S: I still don't think you'd talk about Henry then.

_____ T: If it was the United States today than when it was written, we might talk about General Motors! (Laughter)

_____ S: People don't refer to Henry Ford today. He's a thing of the past now.

_____ S: I had thought about it could be in the future because we've gone from 70 mph to 55 mph so now we're going to go back to 30 or 40!

_____ T: Interesting. That's some good thinking. How many of you at this point still really are not sure of the time? I'm saying, if I gave you 5-year spans, how many of you would be reluctant to indicate one of those 5-year spans? Are you all sort of coming to some kind of feeling about when it was written? Okay, let's do that. Let's see if we agree or disagree on this. (Writes on board) 1910-1915? None. 1916-1920? 9. 1921-1925? 2. 1926-1930? 2. Later? None. Not sure? 2. This is beautiful! There's an old saying about making inferences, if you can really get people to reflect, they'll come up with the right answer. And most of the time people can come up with the right answer because it is 1916-20 to be specific, April 23, 1919. So now we have a time frame for when it was written and I'll tell you that this was written in my home town. I found this in an old brochure. . . in the back. And now I'm asking the question of where that might have been written?

_____ S: Midwest.

_____ T: Jay, what leads you to come to that conclusion?

_____Jay: Okay, we're talking about an automobile factory here, I'd say the Detroit area. As far as I know, Ford had not really diversified his operation. I think they had started to . . .It's really difficult to say, that's as far as I can take it . . .

_____ T: You have more of a feeling about being very close to Dearborn or Detroit.

_____Jay: My guess would be that this would be somewhere in Southern Michigan or Ohio. Dayton or Detroit.

_____ T: But the reasons you have are a little fuzzy. The main reason is just the way it's written wouldn't you say? And the reference to the factories and so on . . . ?

_____ S: It also says the factories have been started . . . Early stages of production.

_____ T: But what if I told you no. Where would you be then?

Several responses. Laughter.

_____ S: . . . more than a thousand families.

Several responses.

_____ S: It doesn't seem to be midwestern.

_____ T: Is there any way, any clues in there that we could say some areas would be like this and some wouldn't? Mention the word village. Where does that take us?

_____ S: New England?

_____ T: New England? We all heard Patty Page's song "Old Cape Cod --- quaint little villages".

_____ S: . . . especially that era I would feel like just some small towns.

_____ T: Where in the United States is the term village used? Where in Europe? You've been in Europe, (looking at student), maybe you could give us some clue of what is the origin of the word?

_____ S: Ville is village . . .

_____ S: Ville means city.

_____ T: What's the origin of the word? Village -- what is it? French word, okay? What about in Europe, where is it used? Is it used in France anymore? Germany?

_____ S: Yes, in both countries.

_____ T: Okay. So we've got German, French and English? How about the Southern United States? Is the term village used in the South?

_____ S: Only in terms of shopping centers.

_____ T: Yes. Okay. The word village is not used much in the Southeastern United States, despite the fact that you've got English settlement here. It's apparently not a very popular term. How about the West Coast? Will you find village mentioned?

_____ S: In the Southwestern United States or the West Coast, the Indian village comes to mind.

_____ T: That's a possibility. I hadn't thought of that. You're the first person to mention that. There is a possibility of some carry-over.

_____ S: I just . . . in the San Francisco area. The village of Carmel . . .

_____ T: So we can't eliminate that on the word village. We mentioned New England, the Midwest. Are some of you from the Midwest? Is the word village used some time?

_____ S: Do you think the term village is a carry-over from, say, the first generation of Americans, that's been handed down and still used in certain areas but not in others?

Several responses.

_____ S: I keep thinking Pennsylvania.

_____ S: Connecticut, New Hampshire, they all have villages.

_____ T: Anybody else from outside the Great Lakes and/or Midwest?

_____ S: I'm from Wisconsin.

_____ T: Do you remember ever hearing it used?

_____ S: Yes, I think it's used, but not very widely.

_____ T: (Teacher introduces idea of political designation of terms village, town, city as used in parts of the Midwest).

(Students are led to the possibility that Great Lakes area is definite possibility).

-- Discussion on this topic leads to general aggreement on Great Lakes. Students recall teacher's educational background in Michigan and Wisconsin.

_____ T: Now that you know where and when this was written, how would you answer the following question? Suppose I told you that this person was an important person and that you were charged with the responsibility of deciding how conservative or liberal this person was with reference to transportation. What would you write about him if the Encyclopaedia Britannica hired you to write said paragraph. (1 to 5 scale from ultra-liberal to ultra-conservative.)

_____ S_1: I'd put it at "3". Middle of the road.

_____ T: Why?

_____ S_1: The reason is he does have mixed feelings, he can see both sides.

_____ T: Yes, I think there's support for what you say. Anyone have another idea?

_____ S_2: Evidently this was a newspaper editorial. He sounds pro-business in a business era. He sounds like he supports change. I'd make him a "2" (slightly liberal).

_____ T. You're doing this based upon his motive. You're saying he supports the progressive business ethic of the day. That's interesting, Janice.

_____ Sq: I put him at "3" but leaning toward "4". It seems to me the first paragraph is satirical. The rest of the account seems quite conservative. The plane is almost too futuristic for him.

_____ T: (clarifies)

(Discussion includes sources which students could use to better answer the question. Students indicate that investigation could include: his past life, study of his community, studying other editorials on transportation written in 1919-20.)

-- Lesson is concluded with analysis of the inquiry process used in this discussion.

SAMPLE STUDENT ANALYSIS AND EVALUATION OF "HOW FAST WE DO GO?" TRANSCRIPT

GROUP I

We felt that some questions were phrased in such a way as to control the responses of the students -- making generalizations and inferences for them -- putting words in their mouths. There should have been a greater variety of supportive comments from the teacher (the word "okay" was used approximately 12 times). We also felt that there were not a sufficient number of opening questions at the beginning of the discussion.

However, the document was well chosen for class use in that it integrated the professor's background with the knowledge and experiences of the students. The input of the students highlighted the lesson in such a manner that the varying backgrounds complimented the knowledge that was used to analyze the document. The material itself was stimulating enough to allow the use of the interpretive skills of the students. The teacher's directives enabled the discussion to flow smoothly, thereby accomplishing the teacher's objectives . . .

Rewritten questions:

1. Page 1, line 9

   "Up to this point, what conclusions can you draw regarding the attitude of the community members toward a change in their lifestyle?"

2. Page 2b, last line

   "The reasons you have are a little fuzzy to me. Will you clarify the reason that leads you to infer that it was written in Southern Michigan or Ohio?"

GROUP II

Teacher uses a focusing question to center in on the village itself. T5 ". . . We suspect a kind of clannish group?"

This response is made to a student inference that the community doesn't want

change. Teacher's response might better have been a question encouraging the student to substantiate his inference."

T8. "How do you feel about that? Do you accept that as a good description of him?"

In this case, teacher didn't need to ask the whole group how they felt about the student's comment that the author was open to change. Teacher might have acknowledged that the student read his openness to change differently than some others had and then encouraged the student to explain how she was influenced to think that way.

T.14. "Any other expressions that might . . ."

This question seems to be a good use of mapping as it gets the group to look a little more closely back into the document.

T.17 . . .other thoughts about location?

This question would seem an attempt to stimulate thinking about new and broader possibilities and yet when a student continues to reason that it could be Europe, Teacher in T18 and 19 seems not very accepting of student's conclusion. Inquiring how she reasoned Europe would have been one option.

T.26. But the reasons you have are a little fuzzy . . ."

Teacher's comment here sounds a little judgmental. Teacher might better ask for student to help him (T) have a little more clear understanding of the student's reasoning.

U.S.O.E. Funded Project Protocols
(an example adaptable to Elementary Social Studies Education)

Teacher Strategies to Improve Pupil Self-Concept
Developer: Walter Berg

Produced by

Utah State University Protocol Project

Classroom teachers behave differently toward different pupils in many ways that could have an effect on Pupil Self-Concept. These four protocols are designed to train teachers to use 11 specific positive behaviors and to extinguish 7 negative behaviors that can affect pupil self-concept. These behaviors are all verbal strategies drawn primarily from the theoretical word of Ginott (1972) and Gordon (1970) as well as from recent self-concept research as cited in each module. Each module contains a Student Guide, a 16mm Protocol Film and viewer checklist, Learners Performance Tests, an Instructor Guide, and a Field Test Report. The modules can be used for both group or individualized self-instruction. Each module is complete and may be used without the others in the series. They are effective with both the pre-service and in-service teachers.

Teacher Anger

One important verbal skill teachers can use to deal with children is the honest communication of their own feelings. Anger is a human feeling which the teacher must respect. However, when a teacher is angry, she is dealing with more elements than she can safely control. Anger can be destructive to the self-concepts of her students, unless it is expressed without insult by describing the problem rather than attacking the child. This protocol helps teachers master the following specific behaviors that can be used or avoided to protect both themselves and their students when they are angry:

1. I message (I+) as a means of expressing anger: The teacher simply tells the students how some unacceptable behavior is affecting her. The statement usually begins with "I".

-versus-

2. You message (Y-) as a means of expressing anger: The teacher uses "you" in the message and condemns the student for some unacceptable behavior.

3. "Why" questions (W-) as a means of expressing anger: The teacher asks a student why he is behaving unacceptably.

4. Sarcasm (S-) as a means of expressing anger: The teacher speaks caustically to the student, insulting him.

Self Perception

Research, as cited in this protocol, has shown that expressing favorable self-perceptions tends to enhance self-concept while expressing unfavorable self-perceptions tends to weaken self-concept. This protocol introduces six specific behaviors the teacher can use to encourage students to make positive self-remarks and help discourage their expression of negative self-remarks. These behaviors are designed to cultivate self rewarding behaviors in children and help them form favorable attitudes toward themselves that will become part of their self-concept.

1. Modeling (M) -- The teacher makes favorable self-perception statements about herself as a model for her children.

2. Teacher Reinforcement (TR) -- After a child makes a favorable self-perception statement about himself, the teacher gives him verbal reinforcement by: (a) Using an "I-statement" to voice her feelings about his remark; (b) Restating his remark; or (c) Agreeing with his perception of himself.

3. Teacher Extinction (TE) -- After a child makes an unfavorable self-perception statement, the teacher either ignores the unfavorable remark or expresses her own feelings about the remark using an "I-statement." She avoids direct countering of such unfavorable self-perception.

4. Prompting (PR) -- The teacher asks the child a question about himself. She words the question so the child's answer may be either positive or negative. If positive, she will respond with TR; if negative she will use TE.

5. Elicits Praise (EP) -- The teacher asks the child a question about himself. She words the question so the child's response will be positive.

NOTE: Elicits Praise questions are used with TE and TR in a series of behaviors called TE-EP-TR.

6. Teacher Extinction - Teacher Elicits Praise - Teacher Reinforcement (TE-EP-TR) -- After a child makes an unfavorable remark about himself, the teacher (a) uses an "I-statement" to express her own feelings about his remark (TE) and (b) then asks him to make a positive statement about himself (Elicits Praise -- EP). (c) After his favorable self-perception she uses Teacher Reinforcement (TR) techniques. This behavior is useful on a one-to-one basis when other children will not hear.

Verbal Description -- Part I

According to Dr. Ginott (1972), positive verbal description tends to strengthen self-concept while negative verbal judgment tends to lower self-concept. Therefore, teacher remarks that describe the child's situation leave his self-concept intact while teacher remarks that judge the child tend to threaten his self-concept. The concept of Verbal Description versus Verbal Judgment can be applied under varied conditions and in all encounters between teacher and child. This protocol discusses two positive behaviors and two negative behaviors related to applying this concept in the classroom.

VERBAL DESCRIPTION is describing the ongoing situation instead of negatively describing the personalities of the chidren involved. This Protocol Module deals with two types of Verbal Description:

1. Talking to the Situation (TS+) -- The teacher simply describes the ongoing situation (a) when one or more children behave unacceptably, (b) when a child may be hurt, either physically or emotionally, (c) or when the child appears to have a problem. The child does not tell the teacher how he feels first.

NOTE: When TS+ is used, there is usually no student remark to alert the teacher to the child's immediate feelings although the children may be talking among themselves, or there may be an exclamation like, "oh . . .Oh!"

2. Restating the Situation (RS+) -- The teacher restates and describes a child's spoken feelings, problem, or complaint. The child does speak first.

NOTE: When RS+ is used, the teacher first listens to a child tell about himself, then rephrases his remark to show empathy and understanding.

NEGATIVE VERBAL JUDGMENT is negatively describing the personalities of children instead of describing the ongoing situations in which they are involved. This Protocol Module deals with two types of Verbal Judgment.

3. Verbal Judgment and Labeling (VJ) -- The teacher diagnoses a child's spoken or unspoken problem (feelings) and makes a remark that judges or labels his character.

NOTE: Verbal judgment and Labeling statements can be used in the same situations where the teacher could use positive TS+ and RS+ remarks.

4. "Should" and "Could" Remarks (SC) -- The teacher tells a child what he should do and/or tells him what he could have done under certain conditions.

NOTE: Should and could remarks are used when (a) the teacher wants to prod the child into compliance with her goals or (b) when the child has not met her standards.

Verbal Desription -- Part II

The use of Verbal Description as opposed to Verbal Judgment, introduced in the previous module, is continued here. Two sets of opposing behaviors are discussed which help the teacher apply this concept in the classroom.

Set 1:

1. Appreciative Praise (AP+) -- The teacher praises the act not the child's character. She uses VERBAL DESCRIPTION to describe the child's situation, his performance, or accomplishment vividly and exactly and her feelings about it. She may thank the child for his effort.

-Versus-

2. Evaluative Praise (EP) -- The teacher praises the person, not the act. She uses VERBAL JUDGMENT and praises by evaluating personality and judging the child's character. (This is usually a negative behavior.)

Set 2:

3. Inviting Cooperation (IC+) -- The teacher uses VERBAL DESCRIPTION in choice statements, descriptive statements, and questions to ask rather than tell children what to do. Fairly immediate action is expected from the child.

-Versus-

4. Direct Command (DC-) -- The teacher uses VERBAL JUDGMENT to tell her children what to do instead of inviting cooperation.

Learners using these protocols advance from a comprehension level through recognition to application of each specific verbal behavior. Field tests demonstrate that teachers make significant changes in their classroom performance as a result of completing these modules.

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